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ABSTRACT

This report provides a description of and content specifications for video and print resources designed to reinforce basic language arts, mathematics, and problem-solving skills through the integration of five economic concepts into the curriculum of the early elementary grades: (1) scarcity, (2) opportunity cost, (3) consumption, (4) production, and (5) interdependence. The materials described include five 15-minute video programs for 7- to 10-year-old children; two 20-25 minute video programs to provide teachers with specific examples and visual models showing how to use the student print and video materials; and a teacher's guide to help teachers utilize the student and teacher video materials effectively. It is noted that these materials will be available for classroom use beginning in April 1989. Five appendixes provide descriptions of the five student video programs; the proposed organization of the teacher's guide; a description of the teacher video program; the language arts and mathematics skills matrix; and examples of possible student activities to be included in the teacher's guide. (EW)

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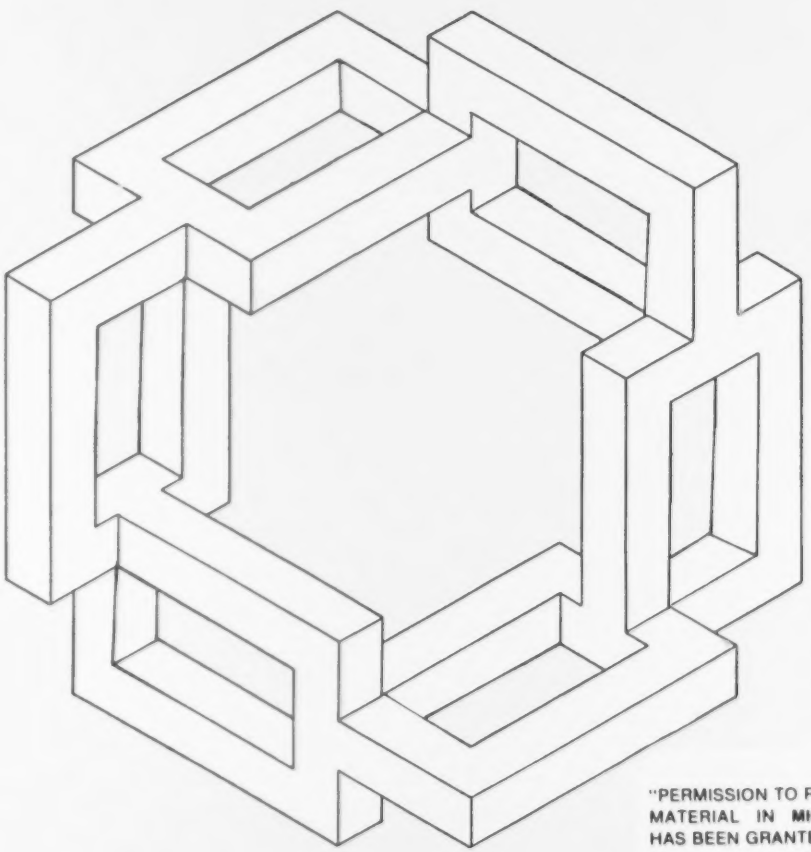
Final Design Report

Economic Education for Early Elementary Grades:

An Integrated Basic Skills Approach



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Canadian Foundation for Economic Education
Joint Council on Economic Education

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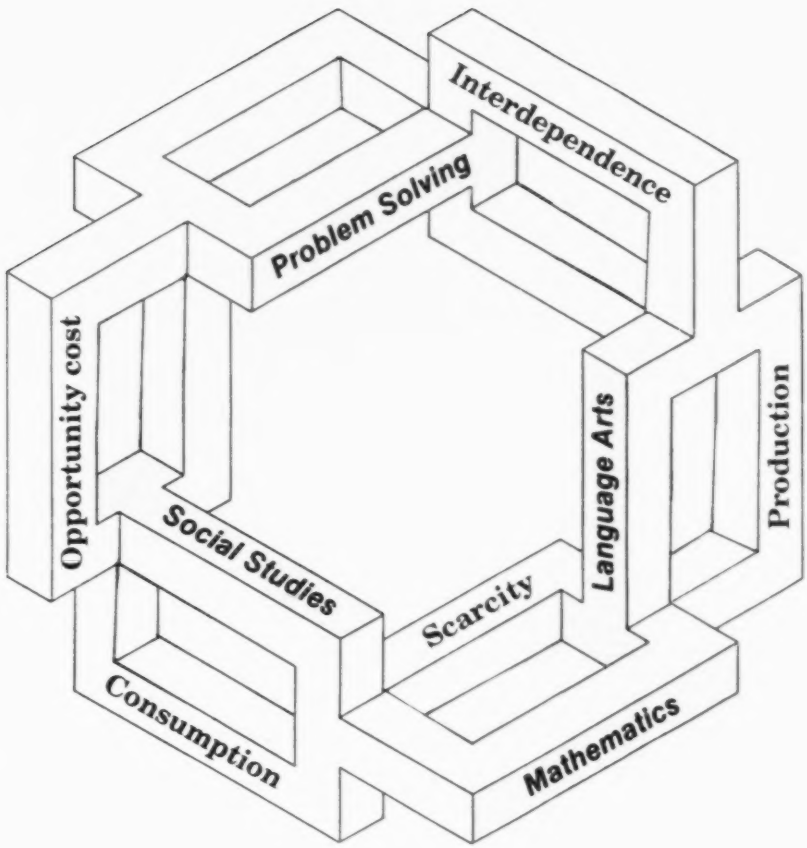

Interdependence
Problem Solving
Opportunity cost
Social Studies
Scarcity
Language Arts
Production
Consumption
Mathematics

Overview

This report contains a description and content specifications for video and print resources designed to reinforce basic language arts, mathematics, and problem-solving skills through the teaching of economic concepts in the early elementary grades. The proposed project was described in the prospectus, "Economic Education for Early Elementary Grades," issued by the Agency for Instructional Technology in July 1987 and in a preliminary design report issued in November 1987. The preliminary design was reviewed by representatives of the consortium of states and provinces participating in the project. The changes and refinements resulting from that review have been incorporated into this document.

The curriculum materials to be developed will integrate into the curriculum the concepts of scarcity, opportunity cost, consumption, production, and interdependence. The materials will also include a variety of activities to reinforce basic language arts (including reading), mathematics, and problem-solving skills taught in the early grades.

The materials described in this paper include

- Five 15-minute video programs for seven- to ten-year-old children;
- Two 20-25 minute video programs to provide teachers with specific examples and visual models showing how to use the student print and video materials; and
- A teacher's guide to help teachers utilize the student and teacher video materials effectively.

These resources will be cooperatively developed by the Agency for Instructional Technology (AIT), the Canadian Foundation for Economic Education (CFEE), and the Joint Council on Economic Education (JCEE) in association with state and provincial education agencies and economics education centers and councils. The materials will be available for classroom use beginning in April 1989.

Introduction

Children's Understanding of Economics

By the age of seven or eight, most children have acquired a wide range of facts, attitudes, and experiences dealing with economics. They have gone shopping with parents, traded things with friends, perhaps received an allowance, saved money to buy a special toy or gift, and watched parents and neighbors go to work and return home again. Young children, however, are "perception bound." Their imaginations center on "right here" and "right now." Most seven- to ten-year-olds are only beginning to move from the concrete to the abstract operational levels—from "what is" to "what could be." They often form mistaken notions about how our economic system works. For example, it is entirely possible—and even probable—that in this electronic age a young child could conclude that money is made and dispensed from automatic teller machines!

Young children frequently express their understanding of economics in terms that are literal, moralistic, or authoritative. They show little understanding of what goes on behind the scenes. Examples of some common misconceptions follow.

- You get change because the storekeeper likes you. (moralistic)
- Government is tall buildings. (literal)
- God determines the price of things. (authoritative)

If we do not take time to discuss and analyze with children their somewhat random encounters with economics, we lose a valuable opportunity to help them relate these experiences to their developing understanding of the economic system and their role in it. We lose opportunities to help young children begin to apply economic understandings to their own lives.

Benefits of Economic Understanding

Children can profit greatly from a basic understanding of economics. They can develop a framework for making reasoned decisions and gain insight into the world in which they live. But to achieve this understanding, they must be helped to make sense of the wide array of information and experience that bombards them in their daily interactions within the home, school, and community, as well as from television.

In general, most children seek—or are at least receptive to—new concepts, skills, and attitudes they find useful in understanding or bringing meaning to the world around them. If they can be helped to see in concrete terms how economics is related to their own family and community experiences, they can establish a solid conceptual base on which a more complete understanding of economics can later be built. But the learning of basic economic concepts can not take place in a vacuum. Such learning must be integrated into the instruction in basic skills that already takes place in the early elementary grades.

The School Context

Recent research studies conclude that economics is not being taught effectively in the early elementary grades. Other research shows that

- children can learn basic economic concepts;
- a wide variety of instructional materials and techniques can be used effectively; and
- learning of economic concepts can be measured with a fair degree of precision.

In fact, there is growing evidence that young students who participate in economic education programs develop a greater liking for mathematics and reading exercises and tend to score higher on measures of persistence and desire to succeed than students who do not participate in such programs.

In a democratic society, many social decisions are rooted in economic considerations. Citizens must develop an understanding of how economics works. If our society is to be economically literate, economic education must begin early and be integrated into the existing curriculum.

To teach effectively, teachers need to draw on real-life experiences that are common to most students, and they need materials that build on these. Materials for introducing major economic concepts must also work *within the context of the existing curriculum.* Teachers may need guidance in using new approaches in their classrooms to enrich the experience of students in learning about economics.

Economic Concepts for the Early Grades

Designers of this project have selected for emphasis five basic economic concepts that can be defined and understood with different degrees of sophistication and complexity. These concepts can also be integrated into a variety of curriculum areas, particularly language arts, reading, mathematics, and social studies.

The five major economic concepts that have shaped the proposed curriculum materials are listed and defined below.

- **Scarcity** is a situation that occurs when you can't have everything you want.
- **Opportunity cost** is the most valuable opportunity you give up when you choose one opportunity instead of others.
- **Consumption** is using goods and services.
- **Production** is providing goods and services.
- **Interdependence** is a situation that occurs when people's decisions affect others.

The following two terms (and their definitions) will be used to enhance the understanding of the five fundamental concepts.

- **Goods and services** are things that satisfy people's wants.
- **Resources** are things that producers use to provide goods and services.

The definitions above are simplified first steps toward understanding these important concepts and terms. Although they are correct, they obviously are simpler than definitions intended for older students. As students grow older, their cognitive development and widening experiences will permit them to move beyond these first limited recognitions and develop more sophisticated understandings of these concepts.

The five fundamental concepts have been selected because of their importance in developing economic understanding and because of the contribution they can make to attaining the broader goals of existing early elementary curricula, especially in the areas of language arts, reading, and problem solving. The proposed video materials will present these concepts in "real-life" situations, providing students with a base of common experiences that will also help them with reading and social studies. Pre- and post-viewing activities will give students further practice in language arts, and mathematics skills in ways that command their attention through links to everyday experiences at home, at school, and in the stores and institutions of the community. Understanding and manipulating these economic concepts can also help students develop decision-making and problem-solving skills.

An early introduction to the economic concepts of scarcity, opportunity cost, consumption, production, and interdependence can help children deal more successfully with their day-to-day social situations, change misconceptions, and develop more accurate and elaborate understandings of how things are produced, distributed, and sold.

The next section of this document contains descriptions of the resources to be developed by the project. The lesson plan, the content of video programs and print materials, and examples of student activities that might be incorporated into the teacher's guide are included in the appendices.

Materials Description

The proposed materials will consist of five video programs for students, two video programs for teachers, and a teacher's guide.

Video Programs for Students

The ***Economic Education Project for Early Elementary Grades: An Integrated Basic Skills Approach*** will include five 15-minute video programs for students. One program will focus on each of the five central economic concepts selected for this project: scarcity, opportunity cost, consumption, production, and interdependence.

The video component of this project will provide students and teachers with a common visual and experiential base for learning and teaching. Video programs can help focus the attention and interest of the learner and provide visual images that promote long-term retention. Such programs can also provide concrete, visual examples of ideas that might otherwise be difficult to grasp. They can bring to learners things they might not otherwise experience.

While young children have had many economic experiences, their level of cognitive and experiential maturity has prevented them from developing full and accurate economic understandings. The intent of this project is to highlight developmentally relevant economic concepts, to present these concepts in an interesting and educationally sound format, and to reinforce and extend the basic language arts and mathematics skills also emphasized in the early elementary grades.

A great deal is known about young children and how they learn concepts. This information will be used to guide the development of the video and print materials. The major emphasis of the project is the development of a knowledge of economic concepts. Thus, in every lesson, students will see several *examples* of the concept, and *nonexamples* may be used as well; the *name* of the concept will be used, as well as *synonymous* names. *Concept definitions*, phrased in developmentally appropriate terms, will also be used.

The content of programs 1 and 2 lends itself to the presentation of examples familiar to children *before* the introduction of the concept itself; these two programs for students will be built on an *inductive* structure. Conversely, the concepts in programs 3, 4, and 5 will be developed using a *deductive* structure that starts with the definition of the concept and then moves to relevant examples and nonexamples. Both program structures will require teacher-directed discussion and concept development.

In all cases, the accompanying teacher's guide will provide examples, activities, and ideas for the creative use of the five student video programs. In addition, ideas and instructional activities will be provided to help students extend and practice their skills in reading, writing, speaking, listening, mathematics, and problem solving.

Video Programs for Teachers

In addition to the student video programs, the project will develop two 20-25 minute video programs for teachers that will summarize the content of the student video programs and demonstrate how the student video programs and suggested classroom activities can be used most effectively. The videos will also provide background in economics and demonstrate effective ways to reinforce basic skills and develop economic concepts in the early elementary grades.

The video programs for teachers will model many of the teaching techniques and activities suggested in the accompanying teacher's guide. The teaching episodes in the videos will not be scripted or rehearsed, but will be actual sequences of teachers using the suggested activities, techniques, and strategies. For example, one sequence could show a teacher using the "four-hands rule" in a cooperative learning activity. (The teacher responds only to groups in which all four members have their hands raised. This means all four have discussed the question.) Management techniques of this type can help a teacher unfamiliar with cooperative learning avoid some of the common pitfalls and problems in using this strategy. In another sequence, the introduction of journal writing to second graders might be demonstrated. Effective techniques for getting the students started will be modeled.

For each of the five economic concepts, the two teacher videotapes will provide a more in-depth analysis and demonstration: "How are the concepts used in more sophisticated problem-solving situations?" "What are the common misconceptions young children have in relation to these concepts?" "What are effective responses to parents or colleagues who question the teaching of economics to early-elementary-age children?"

The teacher video programs will be designed for use by individual teachers at school during a planning period, at home with their own VCRs, or with a group of colleagues as part of a staff development activity.

Teacher's Guide

Pre- and post-viewing activities and resources related to the five student video programs and the two teacher video programs will be contained in a teacher's guide. This guide will be designed to help teachers of seven- to ten-year-old students integrate the teaching and learning of economic concepts into the curriculum to reinforce and to extend basic language arts, mathematics, and problem-solving skills taught in the primary grades. It will provide lesson plans and strategies for each of the five student video programs. It will also illustrate related economic terms, concepts, and principles, and suggest applications to the lives of early-elementary-grade students. Lesson purpose, student objectives, and program summaries will also be included.

The pre-viewing activities in the guide will include an introductory letter to parents, informing them of the upcoming unit, its objectives, and ways parents can reinforce key concepts and skills at home. The variety of proposed post-viewing activities are designed to give teachers the opportunity to select those that fit their classes and their styles of teaching. Some activities will be designed as whole class activities, while others will be for small group or independent seatwork. Some will stress open-ended, divergent, critical-thinking skills. Others will reinforce specific skills such as writing effective paragraphs or selecting a reasonable numerical answer. Most will contain some type of open-ended challenge.

The specific activities in the teacher's guide (some are illustrated in Appendix E) will include follow-up concept-building questions and activities and reproducible handout masters for such student activities as matching, fill-in-the-blank, and multiple-choice exercises, as well as problem-solving activities. In addition, there will be a variety of

writing activities, such as language-experience stories and the building of "word webs," to develop and extend conceptual understandings and improve writing skills. Other suggested activities will include the use of learning centers, popular tradebooks, word games, computer software, and drill and practice activities.

The activities included in the teacher's guide will be cross-listed in an accompanying skills matrix (Appendix D) by the economic concept developed as well as by the communications and mathematical skills reinforced or extended. These are the some of the skills emphasized in leading language arts, reading, and mathematics textbooks used in North America. Teachers will select those activities that not only deal with the relevant economic concepts but also correlate with the basic skills they are currently teaching.

The suggested problem-solving activities will be designed to encourage student-to-student interaction, provide practice in peer tutoring, cooperative learning, and group interaction skills, while holding each student individually accountable for demonstrating understanding of the content presented.

In addition, the teacher's guide will include masters for producing worksheets, and a glossary of economic terms. It will also contain a sample letter to parents to be sent at the conclusion of the units. This letter will report activities that have taken place and ask parents to respond to specific questions that provide feedback on their child's interest in and understanding of the key economic concepts.

Teaching and Learning Sequence

The project materials will be designed to be used in the manner described below.

Before teaching, the teachers would

1. **Read** the introductory section of the teacher's guide for the lesson(s) they are preparing to teach

2. **View** the teacher video program for the targeted lesson(s)

3. **Plan** the specific teaching and learning activities and strategies they will use by previewing the appropriate section(s) of the teacher's guide

4. **Prepare** any student worksheets and/or transparencies from the blackline masters in the teacher's guide

While teaching, teachers would

5. **Introduce** the lesson concept(s) and situations included in the video program to students using suggestions from the teacher's guide

6. **Show** the video program to students (this may include stopping the program at times for discussion or debriefing sessions)

To follow-up, teachers would

7. **Discuss** and build upon situations and concepts in the student video program following suggestions in the teacher's guide

8. **Reinforce** economic concepts and basic skills in language arts (including reading), mathematics, and problem solving through post-viewing activities suggested in the teacher's guide

Resource Kit

All materials developed by the project will be contained in a single Resource Kit designed for classroom use. This kit is a two-inch thick notebook-size container approximately 10" x 13", that will include two videotapes and a copy of the teacher's guide. One videotape will contain teacher video program A, which is designed to help teachers use student programs 1 and 2. This tape will also contain student video programs 1 and 2. The second videotape will contain teacher video program B, which illustrates the use of student programs 3, 4, and 5, and student video programs 3, 4, and 5.

Consortium agencies will receive one copy of the Resource Kit described above along with a set of blackline masters of the teacher's guide and 3/4" master copies of the two video programs for teachers and the five student programs.

Postscript...

Appendix A that follows contains descriptions of the five student video programs for the project. The proposed organization of the teacher's guide is outlined in Appendix B. Appendix C includes a description of the teacher video programs while Appendix D contains the language arts and mathematics skills matrix. Examples of possible student activities to be included in the teacher's guide appear in Appendix E.

Appendix A

Video Programs for Students

Lesson 1: Scarcity

Purpose

To introduce students to the concept of scarcity.

Content Points

This program will illustrate the following points.

1. To satisfy their wants people use resources; resources include human resources, natural resources, and capital goods.

   People's wants for goods and services seem to be unending. Productive resources, such as human resources, natural resources, and capital goods, are used to satisfy people's wants. Human resources include the health, strength, education, and skills of people. Natural resources are the gifts of nature, including land, timber, and mineral deposits. Capital goods are the buildings, equipment, machinery, ports, roads, dams, and other manufactured and constructed things used in the production of goods and services.

2. Scarcity occurs when people—as individuals and in families, schools, and communities—cannot have everything they want.

   Scarcity exists because people's wants for things are relatively unlimited and the resources required to produce the things they want are relatively limited.

3. Scarcity requires choice.

   When wants exceed the supply of resources available to satisfy them, some wants cannot be satisfied. People must decide what wants to fulfill. Choices must be made.

Program Structure

This program will be designed using an *inductive* approach in which examples are presented *before* the discussion of content points listed above. The program would be structured as follows.

Example 1 (3 min., 30 sec. approximately). Live-action, clear, and simple illustrations of content points related to scarcity involving target age (7-10) and slightly older children in situations familiar to most viewers.

Discussion 1 (1 min., 30 sec. approximately). Review of the example and asking questions that highlight the three content points. Introduction of

words *scarce, scarcity, human resources,* and *choice* and development of their meanings. Teachers *may* opt to pause the program for additional classroom discussion.

Example 2 (3 min. 30 sec. approximately). Develop two community examples—one urban, one rural. The emphasis is on scarcity of natural resources. We may use up to three choices and use a decision-making tree to analyze them.

Discussion 2 (1 min. 30 sec. approximately). Discussion to amplify the three content points, with emphasis on natural resources, scarcity, choices, and decisions. Teachers *may* opt to pause the program for additional classroom discussion.

Example 3 (3 min. 30 sec. approximately). Live action illustrations of remaining content point(s) related to scarcity (remain open-ended and unresolved).

Lesson 2: Opportunity Cost

Purpose

To introduce students to the basic concept of opportunity cost.

Content Points

This program will illustrate the following points.

1. People make choices that incur opportunity costs because resources are scarce.

   When limited resources are used for one purpose, we must give up the opportunity to use these resources for another purpose. People look at alternatives and short- and long-term consequences when making a choice because there is an opportunity cost involved—that opportunity given up once a choice is made.

2. Opportunity cost is the single most valuable opportunity given up when a choice is made.

   When a choice is made, the cost of the thing chosen is the other thing given up.

Program Structure

This program will be designed using an *inductive* approach in which examples are presented *before* discussion of the content points listed above. The program would be structured as follows.

Example 1 (3 min., 30 sec. approximately). Presentation of a simple decision-tree to illustrate two choices facing the community (road or park). The actors talk through and draw the decision tree, identifying the pros and cons of each choice. This would be a short, fairly focused vignette.

Discussion 1 (1 min., 30 sec. approximately). The idea of opportunity cost is derived here through questioning and re-examination of the decision-tree. Teachers *may* opt to pause the program for additional classroom discussion.

Focus (through voiceover). Focus on the upcoming examples, in which students are encouraged to "look at the next examples to see how people solve problems of scarcity and to see what they give up when they make choices."

Example 2 (3 min. 30 sec. approximately). The development of two (or more?) community or school examples which illustrate new contexts or problem situations in which choices must be made. *Scarce resources* (mainly natural and human) are illustrated as well as the *kinds of choices* these necessitate.

Discussion 2 (1 min. 30 sec. approximately). From the data presented in example 2, develop a decision-tree and identify what is scarce. What are the choices? What are the pros/cons of each choice? If I choose x, what do I give up? Teachers *may* opt to pause the program for additional classroom discussion.

Example 3 (3 min. 30 sec. approximately). Live action illustrations of remaining content point(s) related to opportunity cost (remain open-ended and unresolved).

Discussion 3 (1 min. 30 sec. approximately). Analysis and discussion of unresolved issues from example 3 (classroom discussion led by the teacher after the video program ends).

Lesson 3: Consumption

Purpose

To introduce students to the concept of consumption as one of the basic economic activities.

Content Points

This program will illustrate the following points.

1. We are all consumers who decide what goods and services to use to satisfy our wants.

Scarce resources are required to produce goods and services that are consumed by people to satisfy their wants. Consumption is an economic activity that uses goods and services to satisfy wants. Consumption and saving are two of the basic economic activities. The others are production, exchange, and investment.

2. Most goods and services are purchased in the marketplace, but some are provided collectively by the government.

   People consume goods and services produced by the private sector. In some instances, they are produced by the private sector but purchased collectively by the government; in other cases, goods and services are both produced and provided by the government.

3. People use limited income (earned or unearned) for consumption or saving.

   Consumption provides for short-term want satisfaction and saving for long-term want satisfaction. In a market economy, a person's earned income is determined by the value of scarce resources, including labor he or she is able to sell in the marketplace. Some people earn higher incomes than others because they own larger amounts of scarce resources or possess rare talents that are in great demand. Unearned income comes from private and public transfer payments.

Program Structure

This program will be organized on a *deductive*, or *discussion-example* format. The content points (concepts) listed above will be defined for students *before* associated examples (and possibly nonexamples) are presented. The program will be structured as follows.

Discussion 1 (1 min., 30 sec. approximately). Define *goods* (private) and give a few examples. Focus on how goods satisfy wants, and on the idea that we use limited income to buy goods in the market place.

Focus (voiceover). Look for examples of goods in the following examples. Notice how people use (or *consume*) goods to satisfy their wants.

Example 1 (3 min., 30 sec. approximately). Use range of goods and focus on personal choice-making and on how these goods satisfy human wants and how these goods are purchased and used/consumed. Use "think-aloud" as actors state their reasons for choosing certain goods over other goods. Emphasize the using up or consuming of goods.

Discussion 2 (1 min., 30 sec. approximately). Summarize the example segment and review the content points as they relate to the consumption of goods. Introduce and define the concept of *services* (private) and give an example, distinguishing services from goods.

Focus (voiceover). Direct the attention of the viewer to the next vignette to see if they can identify examples of services and see how these services satisfy human wants.

Example 2 (3 min., 30 sec. approximately). Illustrate a range of services (private), the choice-making process, as well as how people use their limited resources to purchase and use/consume services.

Discussion 3 (1 min., 30 sec. approximately). Summarize and review the content points about the consumption of services. Introduce the concept of *public* goods and services, and explain why the government would provide some goods and services.

Example 3 (3 min., 30 sec. approximately). Give examples and a mini-vignette to illustrate public goods and services. Close film asking viewers to identify more examples.

Lesson 4: Production

Purpose

To develop an awareness that people use resources to produce goods and services.

Content Points

This program will illustrate the following points.

1. Producers are those who combine resources to make goods and services.

   Production is the process of transforming resources into usable goods and services. Some production processes are fairly simple and involve few steps and people. An example might be the production of milk. Other production processes, however, may be very complex and involve many steps and many people.

   People specialize in the production of goods and services.

2. Natural resources, human resources, and capital goods are used to make goods and services.

   Human resources include the health, strengths, education, and skills of people. Natural resources are the gifts of nature including land, timber, mineral deposits. Capital goods are the buildings, equipment, machinery, ports, roads, dams and other manufactured and constructed things used in the production of goods and services.

   A good is a physical object that has been produced—a blouse, car, or hamburger, for example.

   A service is an action or process that has been produced; dental care, housecleaning, and a car wash are examples.

3. Producers must make choices when they decide what goods or services to produce, or what resources to use and in what combination.

   Producers, in their desire to create goods and services that are wanted by consumers, find ways of combining natural and human resources and capital goods to produce the desired goods and services.

Producers try to minimize their costs of production as they produce desired goods and services. Many choices must be made by the producer. To be successful, a producer must choose to produce goods and services consumers want and are willing to buy, and must choose a combination of resources that will minimize production costs. Such choices are required to sell the product and make a profit.

Program Structure

This program will be organized on a *deductive*, or *discussion-example* format. The content points (concepts) listed above will be presented and defined for students *before* associated examples are presented. The program will be structured as follows.

Discussion and Focus 1 (1 min., 30 sec. approximately). Develop a simple definition of a producer. Establish why one would be a producer. As a producer, you have to decide what to produce and what you need to produce something.

Example 1 (3 min., 30 sec. approximately). Develop a simple example of a child producing a good for sale. Illustrate the *input* and *output decisions*, as well as the steps of production.

Discussion 2 (1 min., 30 sec. approximately). Develop the ideas in the content points and provide focus for a more complex example.

Example 2 (3 min., 30 sec. approximately). This segment should present a more complex production example, illustrating the "from land to hand" production process. Could emphasize "night workers" in a doughnut or bottled milk production, or a textile plant. Again, emphasize the natural, human, and tool resources used, how these are combined, in what steps, and how the entire process yields goods and services of consumers.

Discussion 3 (1 min., 30 sec. approximately). Choices in production, the third content point above, will be operationally defined and explicitly developed and explained through narration of relevant video sequences.

Example 3 (3 min., 30 sec. approximately). Another example showing production choices. It would remain unresolved and open-ended.

Lesson 5: Interdependence

Purpose

To develop the generalization that scarcity leads to specialization and specialization makes people interdependent.

Content Points

This program will illustrate the following points.

1. We are members of many interdependent communities (family, school, city, world).

   We depend on many people for the goods and services that satisfy our wants. Most of us do not produce the food, clothing, and other goods and services we want. Most producers are dependent on others for the resources they need to produce goods and services.

   The more steps and people involved in the production process, the more interdependent are those processes and people. For example, the producer is dependent upon the suppliers of raw materials and equipment needed for production, workers, and those transporting the resources and goods. If one part of the process is interrupted, adaptations will be necessary and output may be lost.

2. Interdependence means that people's welfare is partly dependent on the behavior of others.

   Welfare is the total satisfaction people receive from engaging in economic and noneconomic activities. When people specialize, they no longer have complete control over their well-being. Other people's behavior affects their welfare and their behavior affects other people's welfare.

3. We specialize to increase our well-being.

   When we specialize we give up some of our independence. We are willing to become dependent on others because by doing so we increase our well-being. Specialization also results in exchange; the excess output from specialization is traded for the goods and services that will satisfy our wants. Such voluntary exchanges increase the well-being of all those involved.

Program Structure

This program will be organized on a *deductive*, or *discussion-example* format. The content points (concepts) listed above will be presented and defined for students *before* associated examples are presented. The program will be structured as follows.

Discussion and Focus 1 (1 min., 30 sec. approximately). Interdependence, the first content point above, will be discussed and explicitly developed and explained through narration of relevant video sequences. Students would be asked to look for examples of interdependence in the vignette they would be seeing.

Example 1 (3 min., 30 sec. approximately). An example of interdependence will be shown and students might be asked—through narration or by their teacher—to discriminate between examples and nonexamples of the concept. (Teachers would decide whether to conduct in-class discussions at the end of each segment—by pausing the videotape—or at the end of the program.)

Discussion 2 (1 min., 30 sec. approximately). Further development of the concepts in the content points and a focus statement preparing students for the next, more complex example.

Example 2 (3 min., 30 sec. approximately). An example developing the connections among welfare, income, specialization, and interdependence will be shown.

Discussion 3 (1 min., 30 sec. approximately). The concepts introduced in the examples and previous discussion will be summarized and reinforced.

Example 3 (3 min., 30 sec. approximately). Another example of interdependence and choices involving specialization. Conclude with unresolved question.

Appendix B

Organization of the Teacher's Guide

The information in the teacher's guide pertaining to each student program will be organized in the following format.

Program Purpose

Program Summary

Pre-Viewing Activities

Program Viewing

- Classroom activities follow first video program debriefing.

Program Viewing

- Classroom activities follow second video program debriefing.

Program Viewing

- Activities for open-ended segment

Post-Viewing Activities (for teachers who do not choose to stop the video program)

Extension Activities

The **guide** would also include

- a glossary of terms (simply stated)
- parent letters
- masters for student worksheets
- content matrix

Appendix C

Teacher Video Programs

Purposes

The teacher video programs will be designed to

1. provide a description of the series and its components (Video A only);
2. illustrate the importance of teaching economics to second and third graders;
3. present highlights from student video programs; and
4. demonstrate teaching strategies that illustrate how the student video and suggested classroom activities of this project can be used effectively to reinforce basic skills (language arts, mathematics, and problem solving) through the teaching of economics concepts.

Organization

The teacher video will be organized into two segments: Teacher Video A and B.

1. Teacher Video A
   - This video program is designed to be introductory to the series and its contents, describing these and emphasizing the importance to teaching economics in the early grades.
   - This video program will also include segments demonstrating the teaching of the first and second student programs, and show highlights from these videos.
2. Teacher Video B
   - This video program will present demonstrations of teaching the third, fourth, and fifth student programs, and show excerpts of these programs and ways of using the suggested activities to reinforce basic skills.

Possible Format

1. The video program might open with a short segment showing target-age youngsters and teachers who are using project materials. We see their involvement with the materials and hear comments from youngsters about the value of the video program (Video A only).
2. A voiceover segment would briefly describe the purpose of the series and its components (Video A only).
3. The teaching demonstration segments would be punctuated by voiceover comments by the on-camera demonstration teacher and the voiceover narrator. This is the heart of the teacher videos and will receive special care. The use of freeze frame,

split-screen and other special effects would illustrate specific teaching/learning strategies. The demonstration segments will use more than one teacher and classroom.

The demonstration lessons will include

- pre-viewing activities
- program excerpts
- during-program monitoring and note taking (one teacher will stop tape in mid-program for activities)
- post-viewing activities (showing preparation that took place before the lesson that allows the teacher to conduct these activities successfully).

The demonstration teachers will be "first rate teachers," but they will appear to have as much apprehension as any other teacher might have in similar situation.

4. The A and B teacher video programs will each close with a short, encouraging word to the teacher either by means of a voiceover or by having one of the demonstration teachers speak on camera. The program will end with an engaging and compelling comment by one of the classroom youngsters.

Appendix D

Skills Matrix

Language Arts Skills	Scarcity	Opportunity cost	Consumption	Production	Interde-pendence
1. Use various modes of expression (oral, written, and visual/nonverbal) to formulate and share ideas with different audiences • read aloud, discuss, questions, give directions, present information • develop prewriting, drafting, revising, and editing skills • vary language according to purpose, situation, and audience	7,8,12,14,23*	15,16,17,18,	20,23,34,35	19,22,23,26 29 34 35,37	21,22,23
2. Comprehend meanings of words • identify multiple meanings of words • identify synonyms and antonyms • identify word structure (prefixes, suffixes, compound words) • use context and other clues to identify and clarify word meaning	3,10,13		31		
3. Interpret different modes of expression • identify main idea, summarize, compare and contrast, infer, predict • distinquish fact from fiction, real from fantasy • identify character traits and relationships (time, place, sequence) • identify types and meaning of nonverbal communciaton	1,4,5,6,9,36		30,36	25,26,28,30,36	24,36
4. Develop study skills • alphabetize, use an index • read maps, charts, graphs, and tables • use the table of contents, headings, and glossary • use the encyclopedia, almanac, atlas, dictionary	33		27		
Mathematical Skills					
1. Use mathematical language and reasoning to solve problems • act out, diagram, graph, or use number sentences to model problems • discuss alternative solutions and estimation strategies • identify needed, missing, or irrelevant information • collect, organize, display and interpret data	7,14		2	32	32
2. Develop number sense and an understanding of operations • use counting on, counting back, and skip counting • identify uses of numbers (quantifying, identifying, measuring) • use basic facts, identify appropriate operation • use traditional algorithms and invent new methods to compute	6,11				
3. Use and develop measurement, geometric, and spatial concepts • compare objects to objects, and to appropriate units • visualize, draw, and compare shapes in various positions • estimate and measure length, temperature, time, and weight • construct, sort, and classify shapes (identify and extend patterns)	5				
4. Use fractions and decimals • discuss and model ways to share something • discuss relative size, order fractions • relate partitioning to division ("1/3 of 30" is the same as "30 divided by 3")	19				

* Numbers in these columns refer to student activities included in Appendix E

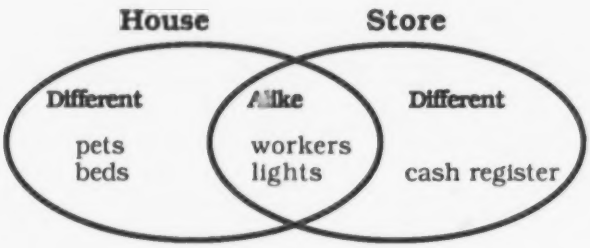
Appendix E

Sample Student Activities for the Teacher's Guide

Sample Pre-viewing Activities

1. Students might be given the title of a video program, then asked to predict what people will be doing in the program. Having their predictions listed in front of the class gets them involved and gives them another reason to watch: Was their prediction correct? Were the other predictions correct?

2. A Venn diagram provides another way to list student predictions– in this case about where certain objects are found.



3. ***Crazy Sentences.*** Display the following sentence to the students.

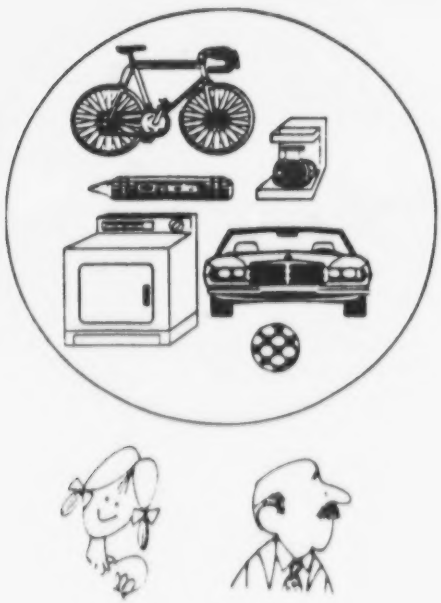
In the _____ most people want more _____ .
(A) (B)

Tell the students you have one stack of cards for each of the two blanks in the sentence. You will pull a card from each stack and read the sentence with the two words added. If the sentence makes sense the students should signal thumbs-up. If they are not sure, they should signal thumbs-sideways. If the sentence does not make sense, they should signal thumbs-down.

A	B
desert	water
summer	warm clothing
winter	ice

If students disagree, be sure to listen to their logic. Reinforce different perspectives and logical thinking.

4. ***Mystery Erase.*** Display the following diagram to the class using an overhead projector.

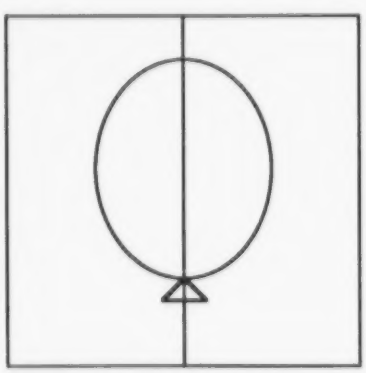


Identify each of the items in the circle. Tell them the things in the circle are wanted by one of the two people pictured under the circle. Tell the students you are going to have them put their heads down. While their heads are down, you are going to cover one of the things in the circle. When you call "heads up," they are to look up and raise their hands if they can name which item you covered and which of the two people they think would want the item.

When this has been done, call "heads down" again. Cover a second item. Call "heads up." Ask the students to raise their hands if they can name the two things that have been covered in the order they were covered. In each case they are to name which of the two people would probably want the item and explain why the person would want it.

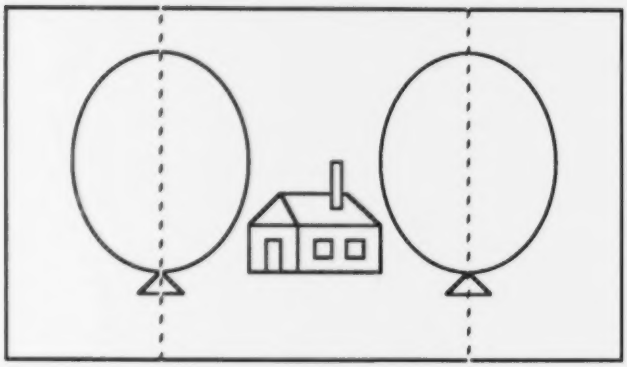
Sample Post-viewing Activities

5. ***Foldout.*** The guide will provide blackline masters and suggested independent activities, as well as reteaching suggestions. Some of the ideas will involve art activities such as the "foldout" below depicting "something scarce I want" (folded together) and "something scarce my teacher wants" (folded out).



Balloon
(folded in)

I want



New house with big trees (folded out)

My teacher wants

6. ***Nine- and Ten-Cent Words.*** Challenge the students to use the values of the letters given below to list nine- and ten-cent words that name something the people listed below would want.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	1	1	4	1	2	3	4	1	2	1	2	6	1	1	3	2	3	3	3	2	1	1	3	4	5 (¢)

Tired Person: (help, sleep, rest, chair, blanket, pillow)

Hungry Person: (apple, milk, bread)

If students find this too difficult, have them list items the people want that are greater than or less than nine cents.

7. ***Number Title.*** Present a series of numbers (i.e., 3,1,2). Ask the students to tell, write, or draw a story that fits these numbers. The story should tell about scarcity.

Examples

(3, 1, 2) There were 3 things I wanted. They were $1 each. I only had $2. Oh! What could I do?

(6, 1) We had 6 puppies, but only 1 dog dish. What a lot of pushing and shoving there was! The poor little runt went hungry again. I felt so sorry for him.

8. ***Sentence Stretching.*** Challenge students to see how many times they can stretch a sentence. Each time, they should add one or more words to the sentence. The sentences should tell about someone's wants.

Little Tommy wants.
Little Tommy wants something.
Little Tommy wants something to eat.
Little Tommy wants something to eat like apples.
Little Tommy wants something to eat like apples or bananas.

9. ***My Corner of the World.*** divide a large bulletin board into sections, one for each student (if size will allow) or do nine students at a time. Encourage students to cut out pictures, list, or draw things they want in their box.

My Corner of the World

Amy	Tatsu	Bart
Kellie	Rayleen	Marty
Charlie	Peggy	Carlos

10. ***What Am I?*** (worksheet). A blackline master will be provided with eight problems similar to the one below:

What am I?

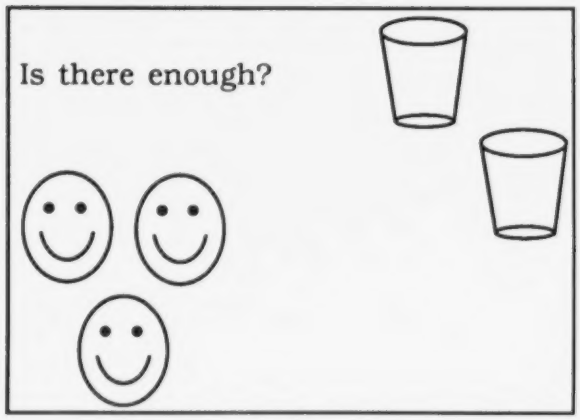
You want me in the cold, cold winter.

You also want me in the hot, hot summer.

Hats

Coats

11. ***Is There Enough?*** (reteaching worksheet). A blackline master for review in math as well as review of the concept scarcity will be provided. It will contain nine problems similar to the following.



Yes **No**

12 ***Bulletin Board Display on Scarcity.*** Encourage students to think of things that are scarce in their home, neighborhood, and school. Discuss these. The children could tour the school building and take a walk through the neighborhood surrounding the school. After their return they could draw items that are scarce in their school or neighborhood. A bulletin board display could be entitled "Scarcity in our School and Neighborhood."

13. ***Work Bank.*** Have students name things shown in the video program. List these on the board as they are named. Have the students categorize them. If the words are listed on word cards and pinned to a board, they can be easily moved during the categorization period. Have the students generate a title for each category.

14. ***Construct Mathematical Word Problems.*** A blackline master suitable for an overhead transparency presents items discussed or shown in the video program. A numerical value will be given for each item. Students, working in small groups, will be given a numerical value for an answer and asked to write a problem that fits the answer.

15. ***This or That?*** Students are confronted with a choice situation. They are asked to make a list of positive reasons for each choice. After the lists are made, each student writes a paragraph telling what choice he would make and the main reason(s) for making that choice.

Example: If you had just enough money to buy either a kite or a Frisbee, which would you buy?

Kite	Frisbee
1. Play outside	1. You don't need wind to use it.
2. You get exercise	2. You get a lot of exercise
3. Play by yourself	3. You can invent games to play
4. It's challenging to see how high you can get it	4. You can play with a number of friends

Choice A. A ten-year-old can select one toy to take on a long trip in a car. Which would be a better toy to take, a Magic Slate or a magnetic checkers game?

Choice B. A family wants to get a pet. They can have only one. They live in an apartment house in the city. Which would be better, a parakeet or a cat?

16. ***If...Then...Statements.*** Students are presented with a choice situation. The class circles the opportunity cost and generates a list of at least five consequences for the statement.

Possible choice situations to use

a. If you used $4 to buy a jigsaw puzzle instead of renting a video, then...

b. If you used $2 to buy a book instead of a stuffed animal, then...

c. If you had eight friends over for a birthday party instead of taking your two best friends for pizza and to the carnival, then...

d. If you used $10 to buy a pie for your mother instead of buying her some flowers for Mother's Day, then...

e. If you put $15 in your bank account instead of buying a board game, then...

17. ***Selecting a Field Trip.*** Have the class list places they would like to visit on a field trip (local park, museum, local industry, etc.). Select two of the possibilities and have the class generate a list of consequences in selecting one activity over another.

    If we decide to go to the dairy instead of the playground, then...

    a. We won't get to play on the swings

    b. We will learn more about how they care for cows

    c. We might find out if we could get a job at the dairy

    d. We will need our noseplugs

    e. We might get a treat at the dairy

    As a class, circle the benefits and underline the costs in their list.

    Repeat using another pair of possibilities.

18. ***Uses for a Classroom Table.*** Clear a table in the classroom or bring a table into the classroom. Explain to the class that you are going to let them decide how to use this table for the next two weeks. Read the four possible uses listed below and ask the class to add other possibilities to the list.

    Possible Uses of a Table

    1. Another place for students to work. Call it a "privacy table." If a student or group of students is working at this table, no one is to talk to, stand near, or interfere with the student(s) in any way.

    2 A Small Creatures Zoo. We will build special habitats for mealworms, pollywogs, sowbugs, and some white mice.

    3. A Game Area. We will use it as a free time area for students who have turned in all their assignments. It will have some board games, puzzles, and other interesting activities.

    4 A Tutoring Table. The table will be used during seatwork for students who are having trouble. If a student needs help, a tutor will be picked from the class. The tutor will be excused from the rest of the assignment to help the student in need.

    After the list is made, ask the class to arrive at a decision as to how the table should be used. They should try to reach consensus by using logic and discussion, not by simply voting (social decision making).

    After the decision has been made, discuss

    - What was the opportunities cost?
    - Why do decisions like this have to be made?
    - What are some benefits of deciding by voting? What are some drawbacks of using voting to decide?

19. ***Name One More.*** Write the word *hamburger* or show a picture of a hamburger to the class. Present the list (see below) of five resources used in producing and selling a hamburger. Challenge students to see how many more items they can add to the list.

Resources Used in Producing and Selling a Hamburger

1. Grill or stove
2. Electricity to light the kitchen
3. Spatula
4. Cash register
5. Someone cleans the grill

After the class has added a number of items to the list, divide the class into small groups (3-5 students). Identify one student in each group as the recorder.

Tell the class you are going to erase the list of resources used in producing and selling a hamburger. You will give the groups about two minutes to try to remember as many things as they can which were on the list (they can add new things, too).

Next, you will go around the room, giving each group 20 seconds to name another resource. The recorder should be the spokesperson for the group. If the group can't name an item, it will count as a pass. Three passes and the activity is over. Challenge the class to see how many items the groups can name, one at a time, before there are three passes.

After each pass, give the groups another minute or so to brainstorm a new list of words so they will be ready when it is their turn.

Repeat the strategy using some of the following.

- resources used to keep the school operating
- resources used to provide dinner at home
- resources used to provide fire protection

20. ***Clap Game.*** Have the students stand in a circle and clap to the following rhythm.

clap, clap, clap, *rest*, clap, clap, clap, *rest*

Model the clapping pattern, have them join in as they see what you are doing.

As you are clapping, explain that at the rest you will name a category such as birds, letters, or names of people in the room. On the next rest, the person to your right will name something that fits the category (for example, birds: robin, hawk, dove, quail, bluejay, etc.) If the student doesn't say anything on the rest, or repeats what somebody else has said already, or says something before the rest (on a clap), he or she moves to the end of the line.

After the game has been learned using simple categories like food, colors, trees, and types of furniture, introduce more difficult categories related to consumption.

1. Toys we buy
2. Goods sold in a grocery store
3. Goods you buy
4. Goods that cost less than $5

It is a good idea to use the same category two or three times in a row. Each time the game is started over, anything can be named. The rule about no repeating applies only within a given game. Also, it is good to have the students brainstorm some possibilities before you start the game.

21. ***Remain Standing Please.*** Call from two to ten students to the front of the room. Give each a label card—a paper with a loop of yarn to put around the neck—so the class can see the sign as the students stand facing the class.

Label Cards

1. Police
2. Fire fighter
3. Ambulance driver
4. Garbage collector
5. Newspaper deliverer
6. Grocery store clerk
7. Mayor
8. Sign painter
9. Banker
10. Cook at a restaurant

Tell the class you are going to read a statement. For example, you might say, "This person helps protect us." You will then stand behind each of the students standing in front of the class. The class is to give thumbs-up if the student should remain standing (if that student's card names someone who protects us). The class should signal thumbs-down if that student's card names someone who doesn't help protect us. With thumbs-down, the student should sit down. The class members can signal thumbs-sideways if they are not sure.

The idea of the activity is for the teacher to keep giving statements until only one student is left standing. The learning in the lesson comes from the discussion as the class debates whether a person should sit down or not. For example, in the case above, does a "cook at a restaurant" help protect us? Some children will say "yes," others will say "no." It is important to encourage student debate. Let them explain their reasoning.

Possible Sets of Statement to Use

Set A

1. This person helps protect us.
2. This person drives a vehicle while helping us.
3. This person might use a weapon to help protect us.

Set B

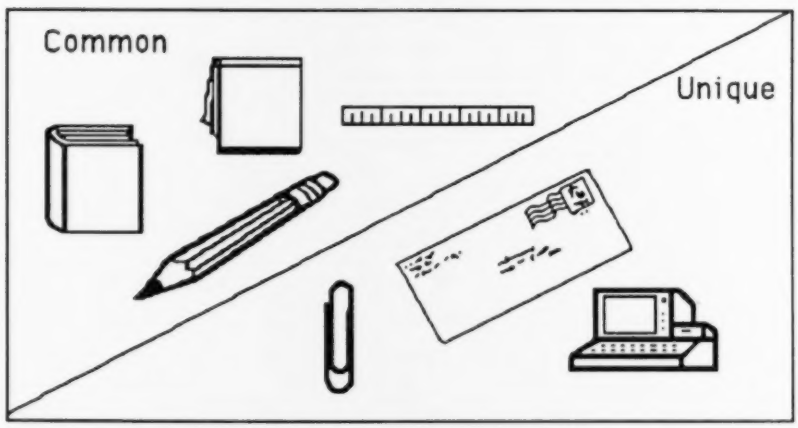
1. This person worries about good sanitation (keeping things clean).
2. This person helps us avoid hunger
3. This person changes raw materials into a finished product.

Set C

1. This person uses numbers
2. This person helps protect things other people own.
3. This person loans people money.

22. ***Unique and Common (Bulletin Board).*** A bulletin board is divided into two halves. Students are invited to add pictures (sketches, pictures from magazines, etc.) or work cards which name different items to either side of the bulletin board. If the word or the item pictured represents something used by most people, it goes on the "COMMON" side. If only a few people use it, it goes on the "UNIQUE" side.

Tools Used in School



Periodically, the class can be asked if it agrees with the placement of some of the items. (Students are invited to add pictures or work cards during their spare time.) Also, a 20-question guessing game could be played with items on the bulletin board. "I'm thinking of one of the items on this board. Try to figure out which one it is by asking me questions I can answer yes or no. You could start by asking me if it is something found in most cities."

Different categories could be used each week for the bulletin board.

- Things used by children in most homes.
- Tools used to make things in most schools.
- Helpers who work in most communities.
- Things that are in most communities.

23. ***Unique and Common (Chart).*** Use an overhead transparency or chalkboard to display the following table.

	Common	Unique
I		
II		
III		

Have the class work in small groups of three to five children. Appoint a recorder for each group. Tell the class you want each group to think of some item they can purchase at a grocery store. Each group will try to think of the same thing as each of the other groups. In their groups, students will have about 30 seconds to decide on the one thing in a grocery store which they buy that most of the other groups are likely to list (the common thing). The recorder should write down the group's choice. When time is up, the teacher will clap five times. The recorder must have the group's choice written down by the fifth clap.

After calling time, call on the recorders one at a time to tell their group's choice. The common item, the item mentioned most frequently is recorded in the column marked "COMMON" for Round I.

	Common	Unique	
I	milk (4)	grapes dog food napkins	~~apples~~ (5) toilet paper kitty litter
II			
III			

The class receives a point for each group that named the common item. These class points are recorded next to the common word (milk was named as the common item by four groups).

To complete Round I, challenge the groups to think of something now that is sold in the store which will not be thought of by the other groups. Remind the recorders they must have their group's choice written down or it won't count. Allow 30 seconds or so, clap five times, call time, and record each of the unique items listed (grapes, dog food, napkins, toilet paper, and kitty litter). (Note: apples was mentioned by two groups, so the class did not score points for this item.) Five unique items were listed, so the class scored five points in the unique phase of Round I. Having earned a total of nine points in Round I, challenge the class to some reasonable goal for the three rounds (25 points might be a reasonable goal).

Repeat this activity using other categories

- Resources used in building a house
- Helpers who work for the city
- People we depend on in this school
- Goods you consume in your home

24. **Interdependence Concentration.** Present the following "Occupation Cards" to the class (have the number of the card on one side of the card and the producer written on the other side of the card):

Number	Producer	Number	Producer
1.	Barber	9.	TV Repair Person
2.	Dentist	10.	Newspaper Writer
3.	Teacher	11.	Police Officer
4.	Doctor	12.	Piano Teacher
5.	Firefighter	13.	Mail Carrier
6.	Gas Station Attendant	14.	Plumber
7.	Pilot	15.	Librarian
8.	Baker	16.	Crossing Guard

Turn the cards over so only the numbers show. Tell the class you will name a service provided by others. They are to raise their hands. You will call on one student. That student is to name a card (call it by number). If the occupation listed on that card provides the service, it is a match. If not, the card is returned to the same place with just the number showing. Challenge the class to see how many matches they can make in the time available. Each time a match is made, remove that card from the set.

Services Needed

1. Get a haircut
2. Fix a broken water pipe
3. Need to have a story written telling about a new city project
4. Your car needs a new set of windshield wipers

5. Your TV isn't working properly

6. The kindergartners need to be given help crossing a busy street on their way to school

7. You need help learning how to use the class's computer

8. You make machines, and a company far away needs an important part right away for their most important machine. It will have to be flown to them.

9. You want a wedding cake prepared

10. A house needs to be checked for fire safety

11. You have a broken arm

12. You have a tooth that needs a filling

13. The report cards are going to be mailed to parents

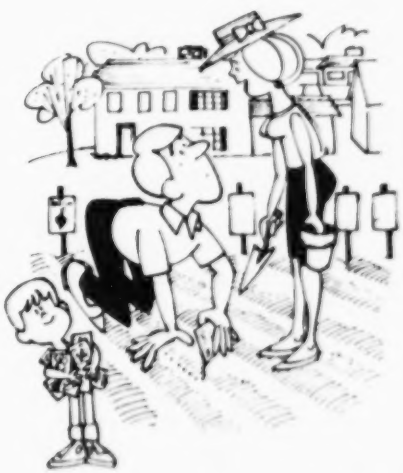
14. You need help solving a crime

15. You want to learn how to play the piano

16. You are trying to locate one of the Berenstein Bears books

25. ***Production (Sequencing).*** Number the three pictures in the order they happened.

Write a story telling what is happening for each set of three pictures.



_____ _____ _____

26. ***Producing a Box of Cereal.*** What happened? Complete the 10 statements below by providing sentences where they are lacking. Each line should have a sentence. When the word *BOX* appears, choose the correct sentence from the box that follows. Make-up your own sentence on the lines marked ????. Make sure things happen in the right order.

1. The farmer plows the ground.
2. BOX _____

   _____
3. The farmer harvests the corn.
4. The cereal company buys the corn.
5. BOX _____

   _____
6. The cereal company puts the cereal they made in the boxes.
7. ??? _____

   _____
8. The grocery clerk puts the cereal boxes on the shelf in the store.
9. ??? _____ _____

   _____
10. You go to the store and buy the cereal.

BOX	The cereal company buys boxes for the cereal. The farmer plants the corn.

If you have time, see how many different sentences you can write for Sentence seven above.

27. ***Alphabetical Consumer Goods.*** Circle the two consumer goods in each line. If the line is blank, name two consumer goods which begin with that letter. Use a dictionary if you need help.

A.	apples	about	artwork
B.	below	bicycle	balloons
C.	cart	card	came
D.	_____	_____	
E.	egg	engine	every
F.	follow	forks	fans
G.	_____	_____	

(worksheet contains items from A to Z)

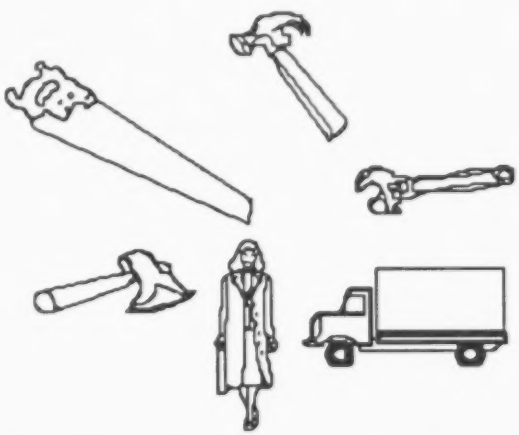
Z.	zipper	zoom	zoo

28. ***Things That Do Not Belong.*** Read the name of each group. Cross out the picture that does not belong. Tell why it does not belong.

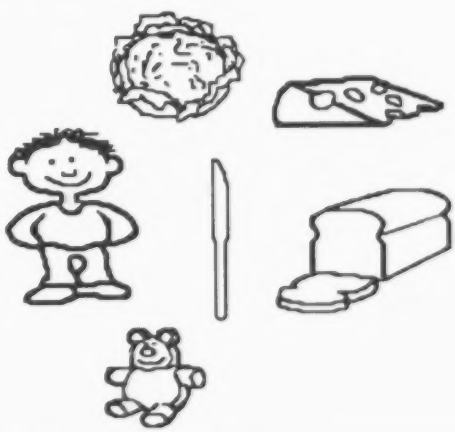
Community Workers

Things We Buy

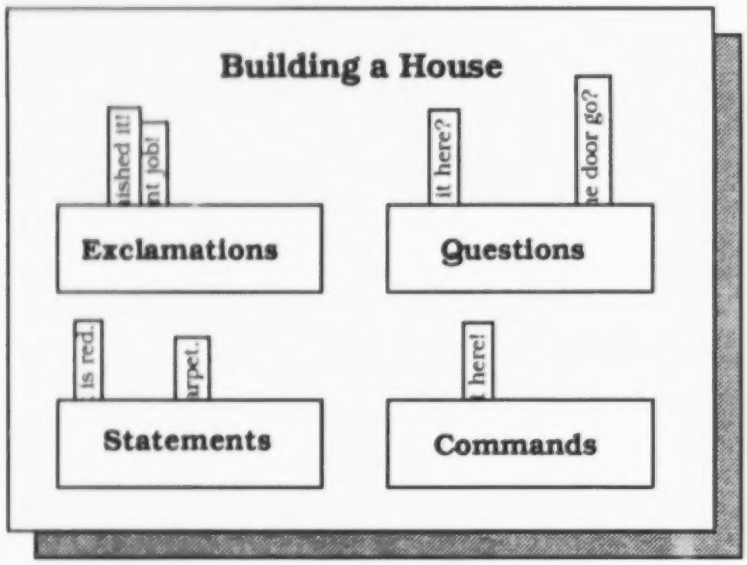
Tools



UsedtoMake a Sandwich



29. ***Production —Sentences.*** As an independent activity, challenge students to make as many sentences as they can for the four different pockets of the bulletin board pictured below. Put several sentences in each pocket as samples. Have a supply of tagboard sentence strips for the students to use. The sentence strips could later be removed and students could be asked to put them in the right pockets (classification activity).



Samples

Exclamations

- "You finished it!"
- "What a beautiful paint job!"
- "Look at how big it is!"

Questions

- "Where does the door go?"
- "Why do you want it here?"

Statements

- "The room has a carpet."
- "The brick is red."
- "The roof is steep."

Commands

- "Put it here!"
- "Nail it shut."

30. ***Analogies about a Paragraph.*** Use the words and phrases in the boxes to complete these analogies.

How is a good paragraph like a freight train?

1. A train has an engine, and a paragraph has _____.
2. All the cars in a train are going the same direction, and all the sentences in a paragraph _____.
3. A train has many boxcars, a paragraph has many _____.

– questions – a topic sentence – sentences – tell about one main idea – stops

How is making a sandwich like writing a paragraph?

4. Each is made up of _____.
5. The sandwich has a piece of bread on each side, the paragraph has _____ _____.
6. A sandwich is eaten, a paragraph is _____.

– words – parts – an opening and closing sentence – exactly four sentences – read – fat

Challenge:. How is writing a paragraph like building a house? See if you can add to the list below.

1. A paragraph is built to tell one main idea. A house is usually built to hold one family.
2. A paragraph can be long or short. A house can be big or small.
3. _____.
   (see how many different ones you can write)

31. ***Writing Verbs.*** Workers use many actions when they produce the things we use. See how many verbs you can add to each of these lists.

What actions are used to make or provide

Dinner	A Dog House	A Garden
1. cook	1. cut	1. plant
2. move	2. saw	2. rake
3. lift	3. paint	

A Shirt	A Clean House	Health Care
1. cut	1. lift	1. drill
	2. wipe	2. listen

32. ***Writing Numbers.*** Which of the following numbers makes sense? Write the correct numbers in words. Remember to use a hyphen for the compound numbers from twenty-one to ninety-nine.

The number of

1. teachers in a school. (21, 210) _____
2. workers in a grocery store. (15, 150) _____
3. workers in a shoe factory. (33, 333) _____

(the worksheet will contain a series of sentences like those above which are tied to the content in the video on production)

33. ***Using Your Dictionary.*** Circle the word in each group which means a scarce resource. Check to see if the word you circled is in your dictionary. If it is, write the page number.

Which is a scarce resource? Circle it.	Is it in the dictionary?	If so, on what page?
1. gold good gloom	_____	_____
2. white while water	_____	_____
3. sing sand seldom	_____	_____
4. listen lumber loaded	_____	_____

(11 more items are listed)

Try to list a scarce resource for every letter in your last name.

Example: **Betty Marx's list**

M milk

A artichoke plants

R rain

X X-ray film

34. ***Using I and Me When You Talk About Consuming and Producing.*** Remember: Use "I" if your name is the subject of the sentence.

Write "I" or "me."

1. _____ like to eat bananas.
2. Mom gave _____ two bananas.
3. Mr. Marshall watched _____ use the dirt to fill the pots.
4. _____ filled the pots.
5. He is teaching _____ how to use the drill.
6. _____ drilled four holes in the door.

35. ***Tall Tales.*** Be ready to tell a tall tale about how you and Paul Bunyan produced or consumed something. Write as many sentences as you can. In each case, use a sentence that contains either the pronoun "I" or "me."

Examples

- "I helped Paul Bunyan make a 1,000 pound pancake."
- "Paul and I planted all the trees in Canada on a Monday afternoon."
- "Paul gave me a 500 foot ladder to reach the top of his house."

36. ***Facts and Opinions.*** Listen to each sentence. Is it a fact or opinion? Discuss with another student. Be ready to explain.

1. Someone helps paint the yellow lines on the highways.
2. Painting is fun.
3. Barns should not be painted purple.
4. Store owners have to buy the paint they use to paint their store.
5. Plastic furniture is ugly.
6. Furniture made of wood is beautiful.
7. It is fun to shovel snow.
8. Snow is a resource.

37. ***Draw and List.*** Draw an outline of a large truck. List things the truck could transport inside the outlined shape. See if you can list 20 things.

Challenge: Write a story about the AAA Trucking Company. Tell who works for the company (all the names start with the letter A– Alex, Alan, Art). Name the cities to which the truck travels (all cities must begin with the letter A– Atlanta, Anchorage, Atlantic), and name the goods the truck transports (of course, they must all begin with the letter A– apricots, aprons, ant farms).

Extra Challenge: Write a story about the Long E Trucking Company.

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